



Y4 Medium Term Plan Summer 2

	Science	Humanities	RE	Computing
Theme	<p>Theme: Key skills:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data 	<p>VOLCANOES Key knowledge</p> <ul style="list-style-type: none"> Describe and understand key physical aspects of volcanoes and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Key skills</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, including tectonic plates. <p>Trips: Natural History Museum in Summer 2.</p>	<p>TOPIC - Christianity Prayer and worship</p> <p>Key skills</p> <ul style="list-style-type: none"> I can explain some of the feelings my special place gives me and suggest why that is. <p>Key knowledge</p> <ul style="list-style-type: none"> I can describe some of the ways Christians use churches to worship/ celebrate Holy Communion or participate in baptism. (Eucharist, Worship - payer, daily life) <p>BIG QUESTION: Do people need to go to Church to show they are Christians?</p>	<p>Unit 4.7 Effective Searching (Lessons 1-3)</p> <p>Unit 4. 8 Hardware Investigators (Lessons 4-5)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To use the search function effectively To name the different parts of a desktop computer. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know the term 'reliable' (to be trusted) To know how to effectively search for information to retrieve and make sense of information To know the term hardware (Hardware refers to the physical parts of a computer or device) To know the term software (Software describes the programs that run on the computer)

in a variety of ways to help in answering questions.

- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

Key knowledge:

- Identify how sounds are made,

associating some of them with something vibrating.

- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases

<h2 style="text-align: center;">Week 1</h2>	<p>S.K.L.O: To explain how sounds are made.</p> <p>W.S.L.O: To make systematic and careful observations.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. <p>Key knowledge –</p> <ul style="list-style-type: none"> Identify and describe sound sources. Explain how sources of sound vibrate, creating sound. 	<p>LO: To describe what happens at the boundaries between the Earth's plates.</p> <p>Key knowledge: •Identify the position and significance of tectonic plates. Children can explain how tectonic plates cause volcanoes. -Children can compare to how earthquakes are caused.</p> <p>Key Skills: •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>LO: To explore special places and how they make us feel.</p> <p>Key Skills: interpretation and empathy. Children will be interpreting what makes a place special and using empathy to imagine different special places for different people.</p> <p>Key knowledge: -Identify a special place to me. - Know and explain why this place is special to me -To explain some of the feelings my special place gives me and suggest why that is</p>	<p>LO: To locate information on the search results page.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> structure search queries to locate specific information. <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know how to search for specific information on the internet
<h2 style="text-align: center;">Week 2</h2>	<p>S.K.L.O: To recognise how vibrations from sounds travel to the ear resulting in the sound being heard.</p> <p>W.S.L.O: To record findings using simple scientific language and labelled drawings.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. <p>Key knowledge –</p>	<p>LO: To describe and explain the key features of a volcano. Online Page: What is a volcano? KS2 Activity: Volcano Features Practical Activity: Making a chatterbox volcano Word Mat: Volcanoes</p> <p>Key knowledge: -Children can draw and label a volcano with the features (lava, ash, magma, rocks) -Children know that volcanoes are found along tectonic plates -Children know three types of volcano- extinct, dormant and active.</p> <p>Key Skills: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p>	<p>LO: To understand Holy Communion.</p> <p>Key Skills: Investigation and application. Children will investigate what Holy Communion is and apply this to analysing the deeper meaning for Christians.</p> <p>Key knowledge: I can describe how Christians use the Church for Holy Communion -The Last Supper and Jesus' sacrifice -The Sacrament of the Eucharist, where the bread and wine becomes Jesus' body and blood and is taken in to bodies to symbolise Jesus being with Christians. -Symbolism of bread and wine as Jesus' body and blood. -Christians, partake of Holy Communion in remembrance of the body and blood of Jesus that was broken and poured at the cross. Taking Holy Communion does not only remind us of his suffering but also shows us the amount of love Jesus had for us.</p>	<p>LO: To use search functions effectively to find out information.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To use search to answer questions To create a quiz <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know how key words support effective search

	<ul style="list-style-type: none"> Describe how vibrations make sounds. Explain how vibrations change when a sound gets louder. Explain how loud and quiet sounds travel to our ears. 	<p>characteristics, countries, and major cities</p>		
<h2 style="text-align: center;">Week 3</h2>	<p>S.K.L.O: To explore ways to change the pitch of a sound.</p> <p>W.S.L.O: To report on findings from an enquiry.</p> <p>Key skills –</p> <ul style="list-style-type: none"> To create a musical instrument and make high and low sounds. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <p>Key knowledge –</p> <ul style="list-style-type: none"> Identify and describe high and low sounds. Describe patterns between the pitch of a sound and features of the object that made the sound. 	<p>LO: To locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> -Describe and understand key physical and human aspects of volcanoes -Children know the effects on land of a volcanic eruption (fertile soil, destroying crops, animals and habitats). -Children know the effects on people of a volcanic eruption (destroying homes and livelihood, death). <p>Key Skills: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>LO: To understand why people go to Church and how they might worship</p> <p>Key Skills: Investigation and application. Investigate different reasons Christians go to Church and how different churches worship in different ways.</p> <p>Key knowledge: I can describe how Christians use the Church for worship and what happens in a Church</p> <ul style="list-style-type: none"> -Explain Sacrament of Eucharist, where Christians partake of Holy Communion in remembrance of the body and blood of Jesus that was broken and poured at the cross. Taking Holy Communion does not only remind us of his suffering but also shows us the amount of love Jesus had for us -Prayer -The Last Supper- remembering Jesus' sacrifice when he died for sins as a Christian community. <p>Keep the Sabbath Day holy (one of the ten commandments which has been interpreted as going to Church on a Sunday to worship God)</p>	<p>LO: • To assess whether an information source is true and reliable.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Critical thinking <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know the term 'reliable' (to be trusted)

<h2 style="text-align: center;">Week 4</h2>	<p>S.K.L.O: To recognise that sounds will get fainter as the distance from the sound source increases.</p> <p>W.S.L.O: To use scientific evidence to write an explanation.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Identifying differences, similarities or changes related to simple scientific ideas and processes. <p>Key knowledge –</p> <ul style="list-style-type: none"> Identify how sounds change over distance. Understand that the size of the vibration affects the volume of sound. 	<p>LO: To report on the effects of a volcanic eruption. Extended writing opportunity: Write a report about a volcanic eruption.</p> <p>Key knowledge: Describe and understand key physical aspects of volcanoes and human geography, including: - types of settlement and land use. (fertile soil which is good for farming, tourism, risk of losing homes etc.) - the distribution of natural resources including energy, food, minerals and water (minerals on the soil as a result of volcanic eruptions, providing good farming for food and tourism for provision of other resources)</p> <p>Key Skills: Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics</p>	<p>LO: To explore Jesus' teachings about worship and how these affect Christians lives today. .</p> <p>Key Skills: Investigation and application. Investigate Jesus' teachings about worship and apply these to Christian worship today.</p> <p>Key knowledge: -Children can describe some of Jesus' teachings about worship -Jesus in the temple -Keeping Sabbath holy -Children can explain how this is seen in practice by Christians today</p>	<p>LO: To understand the different parts that make up a desktop computer.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Pupils can name the different parts of a desktop computer. <p>Key Knowledge:</p> <ul style="list-style-type: none"> Pupils know what the function of the different parts of the computer is.
<h2 style="text-align: center;">Week 5</h2>	<p>S.K.L.O: To place sounds in order of pitch and volume.</p> <p>W.S.L.O: To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units.</p> <p>Key skills -</p> <ul style="list-style-type: none"> Recording findings using simple scientific language, 	<p>LO: To evaluate the advantages and disadvantages of living near a volcano.</p> <p>Key knowledge: Describe and understand key physical aspects of volcanoes and human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water -Children can identify advantages to living near a volcano(tourism, fertile land) -Children can identify disadvantages to living near a volcano (risk of eruption, loss of</p>	<p>LO: To investigate whether Christians need to go to Church to show that they are Christians.</p> <p>Key Skills: Discernment, Analysis and Evaluation. Children use learning from the topic to analyse and evaluate the statement 'Do Christians need to go to Church to show that they are Christians?'</p> <p>Key knowledge: -Children know why church is important to Christians -Children understand that some Christians believe their faith is private and doesn't need a church. -Children can say why they think the Church may or may not be important to Christians.</p>	<p>LO: To recall the different parts that make up a computer.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To identify the different parts of a computer <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that a computer is made up of many things and they have their own special uses

drawings, labelled diagrams, keys, bar charts, and tables.

Key knowledge -

- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Understand that pitch and volume are two different properties of sounds.
- Investigate the pitch and volume of the sound made when 5 different balls are dropped. Recognising the difficulty of measuring pitch and volume without equipment, children make 5 measurements and then choose the modal value. Children transfer their results to a scatter graph showing both pitch and volume.

homes, loss of life)
-Children can make an informed decision as to whether they would choose to live near a volcano.

Key Skills: Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics

Week 6

S.K.L.O: To identify the best material for soundproofing.

W.S.L.O: To Investigate ways to absorb sound.

Key skills –

- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Key knowledge –

- Understanding sound needs something to travel through.
- Identify the best material for absorbing sound.
- Be able to explain why some materials absorb sounds and others don't.

LO: To compare the causes, effects and lasting impact of earthquakes and volcanoes.

Key knowledge:

- Identify the position and significance of tectonic plates.
- Can name human effects of both earthquakes and volcanoes
- Can name physical effects of both earthquakes and volcanoes.
- Can create a comparison of earthquakes and volcanoes.

Key Skills: •Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

LO: To explore how everybody has different special places.

Key Skills: Expression and Reflection.

Children reflect on learning from the topic and express in their own way.

Key knowledge:

- Children can identify special places to themselves and their family
- Children can describe a variety of different special places to different people/ groups
- Children can explain why they are special to those people.

LO:

Key Skills:

Key Knowledge: